



Welcome to the Year 7 Parents/Carers' Academic Information Evening

Community – Integrity - Opportunity



Community- Integrity- Opportunity

What makes Coombe Dean unique?



Mrs C Granville
Headteacher

Teaching, Learning and Curriculum

What do we teach and why?

How do we teach and why?

How does this differ from primary school?



Mr C Jacks

Deputy Headteacher

Teaching, Learning and Curriculum

What do we teach and why?



*“Leaders, with the support of the trust, have ensured that **the curriculum is broad, ambitious and high quality across all subjects.**”*

“This means that each year and across all subjects, pupils build on their prior learning to be successful in their final qualifications.”

Teaching, Learning and Curriculum

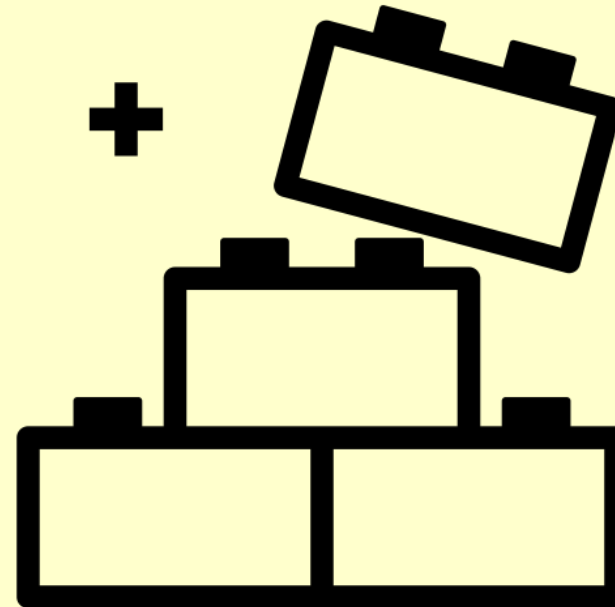
What do we teach and why?

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Core 1							
Maths	8	8	8	8	8	Options usually 10 hpf	Options usually 10 hpf
English	8	8	8	8	8		
Science	6	6	8	9	9		
		EBacc					
Geography	4	4	4	4x Option 5 hpf	4x Option 5 hpf	Options usually 10 hpf	Options usually 10 hpf
History	4	4	4				
MFL	4	4	4				
		Open					
IT	1	1	1	4x Option 5 hpf	4x Option 5 hpf	Options usually 10 hpf	Options usually 10 hpf
Food	1	1	1				
DT	1	1	1				
Drama	2	2	1				
Music	2	2	1				
Art	2	2	2				
		Core 2					
RE / Personal Development	3	3	3	2	2	2 ^{hpf} Personal Finance 2hpf Supervised Study	-
PE	4	4	4	3	3		
	50	50	50	50	50		

Teaching, Learning and Curriculum

What do we teach and why?

‘Carefully
sequenced’...



Teaching, Learning and Curriculum

What do we teach and why?

Year 9										
Term	Time period	Theme	Enquiry Question	Assessment DISCIPLINARY CONCEPT	Substantive concepts	Topics	Links to prior learning	Local History links	National Curriculum Links	GCSE Links
Autumn 1	1900-1918 WW1	Power, war and empire	Why was the First World War described as 'Great'? DIVERSITY	How useful is the Mitchell's Golden Dawn Cigarettes advert for helping you with an enquiry into trench warfare on the Western Front? (Historian Gary Sheffield) SOURCE UTILITY, CHANGE & CONTINUITY	Alliance, Dispute, Dynasty, Empire, Government, Invasion, Media, Law, Leadership, Rights, War	The First World War	Links to British empire- how did it become a 'world war'? Links to warfare and strategy- Battle of Hastings and Bosworth (Year 7).	Remembrance in Plymouth WW1 Plymouth Hoe memorial/local district memorials	-Challenges for Britain and the wider world: 1901- present day	Migrants in Britain Germany- Weimar government, ToV A Level Russia
Autumn 2	Medieval to Modern	Power, war and empire	What conditions and ideologies made the Holocaust possible? DIVERSITY	The most significant cause of the Holocaust was 'the centuries old tradition of Jew-hatred...'. How far do you agree with historian Dr Gunnar S Paulsson ? SIGNIFICANCE, CAUSATION	Alliance, Civilisation, Dispute, Empire, Government, Invasion, Law, Leadership, Media, Rebellion, Religion Rights, War	The Holocaust- History of anti-Semitism	Links to Yr 8 life in Nazi Germany, division in society and protest (Yr7 Medieval and Yr8 suffragettes)	Jewish migration to Plymouth, Jewish cemetery	-Challenges for Britain and the wider world: 1901- present day -A study of a significant issue in world history and its interconnections with other world developments -The Holocaust -Local history study- Plymouth remembrance, Plymouth during the Blitz, Saltash Passage- launching for D-Day	Germany- Weimar government, ToV, Nazi Germany A Level Russia, links to antisemitism
Spring	1933-1945 WW2	Power and people	How did the allies win the war in Europe? DIVERSITY	How far do you agree with historian Dr Dan Snow that D-Day was the most significant cause of the allied victory over WW2 ? SIGNIFICANCE, CAUSATION, CHANGE	Alliance, Dispute, Empire, Government, Invasion, Law, Leadership, Media, Religion, Rights, Trade, War	Causes of WW2, Dunkirk, codebreakers, American GIs, Plymouth Blitz.	Links to Hitler's rise to power, WW1 and Treaty of Versailles. Weaponry and warfare (Yr 7 Hastings, Bosworth, Yr8 Somme). Propaganda links (Dunkirk)	Plymouth in the Blitz – central park air raids, The Box, bomb book, Saltash Passage/Normandy Way D D-Day, evacuees in Plymouth		
Summer 1	1945-present	Power, war and people	Why was the world on the brink of destruction in the second half of the 20th Century?	How useful is Leslie Gilbert Illingworth's political cartoon in understanding the continuity of Cold War tension? (Historian, John Gaddis) CONTINUITY, CAUSATION, SIMILARITIES & DIFFERENCES	Alliance, Discrimination, Dispute, Empire, Government, Ideology, Invasion, Law, Leadership, Media, Protest, Rebellion, Responsibilities, Rights, Trade, War	The Cold War, atomic bombs, Korea, Cuba, Vietnam, Israel, Afghanistan, Equal rights acts in Britain	Links to causes of/and WW2, division in society, empire and protest (Yr7 and Yr8)	Plymouth's links with Hungarian refugees 1956-7 Plymouth's links with protest- Plymouth Pride	-A study of a significant issue in world history and its interconnections with other world developments -Challenges for Britain and the wider world: 1901- present day	A Level Link: Russia
Summer 2	1945-present	Migration, empire, power, war	Why did Olusoga write about the British Civil Rights movement in his book? DIVERSITY	What did the Civil Rights movement achieve? (Historian, David Olusoga) SIGNIFICANCE	Significance, Pan Africanism, Solidarity, Colonisation, Colour line, Empire, Windrush, Push / Pull factors, Immigrant, Refugees, 'Displaced persons' Citizens, 'Mother country', NHS, Civil Rights, Race riots, Citizenship, Boycott, Race relations, Multiracial	Pre-WW2 migration, Windrush experiences, Notting Hill, Race relations Act, Bristol Bus Boycott, Brixton riots, Claudia Jones, black activism, Stephen Lawrence,	Links to protest movements of transatlantic slave trade and Suffragettes, peasants revolt, grass-roots movements and rebellions.	Plymouth's links with protest- Plymouth Pride, Black Lives Matter march 2020.	-Challenges for Britain and the wider world: 1901- present day -A study of a significant issue in world history and its interconnections with other world developments	Migrants in Britain

Teaching, Learning and Curriculum

What do we teach and why?

Coombe Dean School – Curriculum Intent Organiser			
Subject: History		Year Group: 7	Term: 2
Topic: Medieval World: Why was the Medieval Islamic Empire a 'Golden Age'?		Links to Prior Learning: Medieval Power, Ancient civilisations (Romans), Empires (Bronze Age trade)	
Your assessment: "The Islamic Empire was a 'golden age' mainly because of trade." How far do you agree with historian, Ibn Hajar Asqalani?			
Key Vocabulary: - Medieval - Middle Ages - Power - Empire - Golden Age - Civilisation - Caliph - Umayyad - Abbasid - Caliphate - Scholarship - Observatory - Silk Roads - Supernatural - Superstitious - Scientific - Wisdom - Madrasa - Nun - Sack - Mongols	Key Content: - Why was the Medieval Islamic Empire a 'Golden Age'? - How did the Islamic Empire develop? - Why was the city of Baghdad so significant? - How did Medieval Baghdad compare to Medieval London? - Why were the Silk Roads so important to Medieval trade? - Did Medieval Baghdad have better medical care than Medieval London? - How similar was education in Medieval Baghdad and Medieval London? - How did the lives of women in Medieval Baghdad compare to women in Medieval England? - ASSESSMENT: Why was the Medieval Islamic Empire a 'Golden Age'? - How did the 'golden age' of the Islamic empire end?	Self-assessment: - Know what 'Golden Age' means. - Understand how the Medieval Islamic Empire was formed. - Be able to compare reasons for why the Islamic Empire was called a 'golden age'. - Know how the Islamic Empire developed. - Understand why the Abbasids chose a different capital city. - Be able to make a judgement on the place to build the best city. - Know how the city of Baghdad was designed. - Understand key features of the city. - Be able to make a judgement about why Baghdad was the centre of a golden age. - Know how the city of Baghdad was designed. - Understand how people lived in Baghdad and London. - Be able to compare Baghdad with London. - Know what the Silk Roads were. - Understand what was traded along the Silk Roads and how. - Be able to explain why the Silk Roads were so important to medieval trade. - Know what medical care was available in Medieval Baghdad and London. - Understand why medical care was more advanced in Baghdad. - Be able to evaluate how successful medical care in Baghdad was. - Know what education was available in Medieval Baghdad and London. - Understand how access to education differed in the Medieval period. - Be able to evaluate how widespread education in Baghdad was. - Know what it was like for a women to live in Baghdad and London. - Understand the opportunities available for Medieval women. - Be able to evaluate how similar or different the lives of Medieval women were. - Know what happened during the 'sacking' of Baghdad. - Understand why the golden age of the Islamic empire ended. - Be able to make a judgement about the most important reason for the end of the Islamic Empire.	Skills: - Description - Explanation - Analysis - Evaluation - Comparison - PEEL structure for paragraphs 3C technique for source analysis 3P technique for source evaluation - Recall of key knowledge - Use of historical vocabulary - Use of evidence and inference to reach judgements Learning Beyond the Classroom TedEd: The rise and fall of the medieval Islamic Empire BBC Bitesize: Medieval Islam civilizations The Medieval Islamic World: Crash Course History of Science #7 Podcast: 377. Baghdad: Crossroads of the Universe - The Rest is History

Teaching, Learning and Curriculum

What do we teach and why?



Teaching, Learning and Curriculum

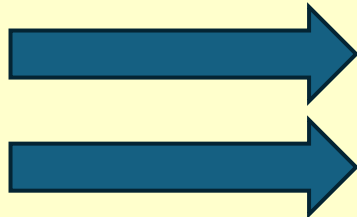
What do we teach and why?

Geography

Please click the documents below to open the information. These documents are intended to give an overview of the curriculum.

If you have any questions about the Geography curriculum, please contact **Mrs A Husband (Head of Geography)** on ahusband@coombedean.co.uk.

There is also further detail and resource available on the Geography page under the 'Subject Information' page section of the website. This can be accessed from the 'Curriculum and Assessment' menu.



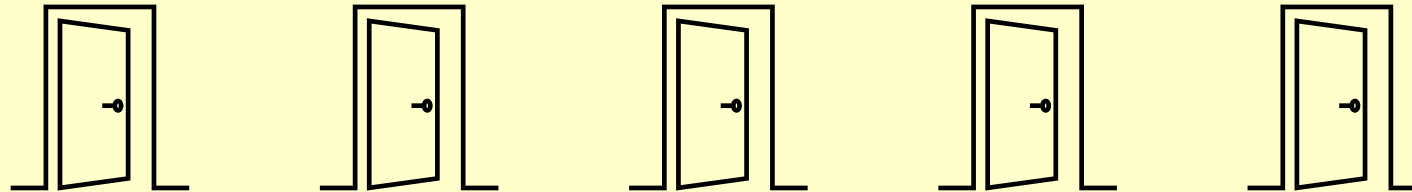
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↓	Y7 Geography Curriculum Overview	PDF FILE
↓	Y8 Geography Curriculum Overview	PDF FILE
↓	Y9 Geography Curriculum Overview	PDF FILE
↓	Y10-11 Geography Curriculum Overview	PDF FILE

Teaching, Learning and Curriculum

What do we teach and why?

“Teach hard things well!”

Unlock future opportunities as adults who can understand, cooperate and shape the world.



Teaching, Learning and Curriculum

What do we teach and why?

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PE	4	4	4	3	3		
	50	50	50	50	50		

- Up to 14 different subjects
- 14 different teachers
- 14 different classrooms

Teaching, Learning and Curriculum

How do we teach and why?



“Teachers explain concepts clearly. They consistently follow the school's agreed lesson structure, which helps pupils to practise and remember their learning.”

“Teachers check pupils’ understanding to precisely identify any gaps or misconceptions.”

“Teaching is then adjusted effectively to address and develop pupils’ understanding.”

Teaching, Learning and Curriculum

***How** do we teach and why?*

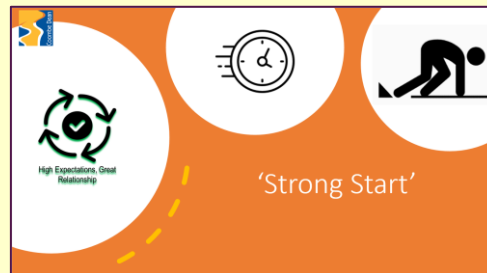
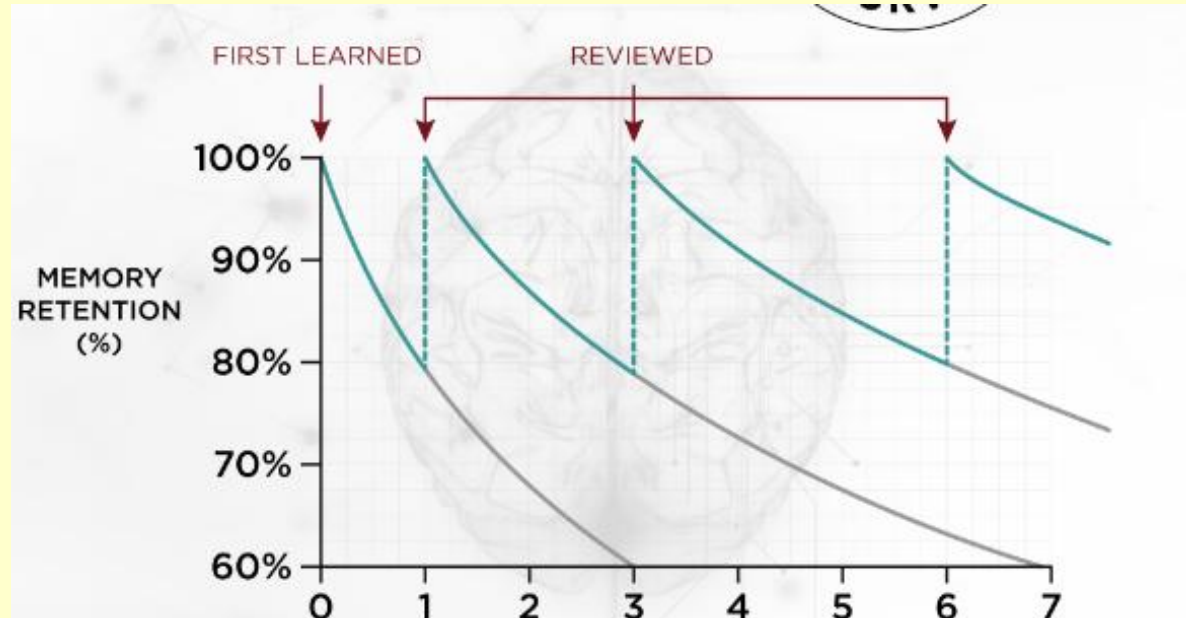


Teaching, Learning and Curriculum

How do we teach and why?



Retrieval

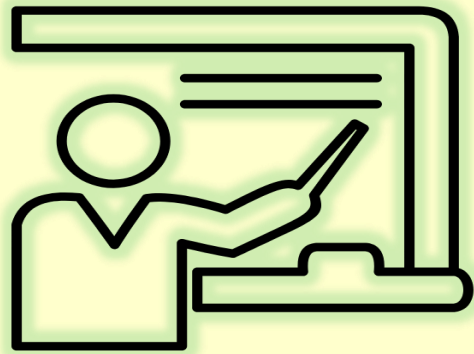


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Teaching, Learning and Curriculum

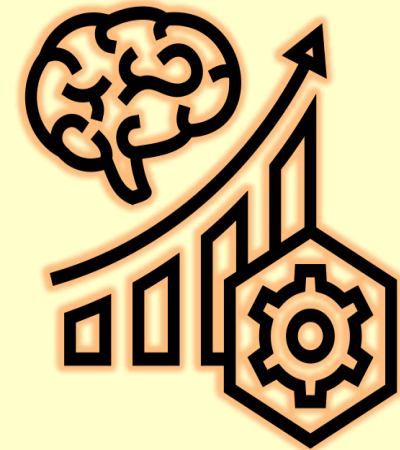
How do we teach and why?



Teach



Check

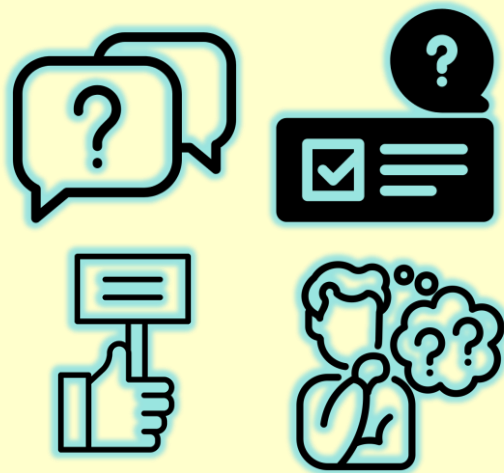


Independent Practice

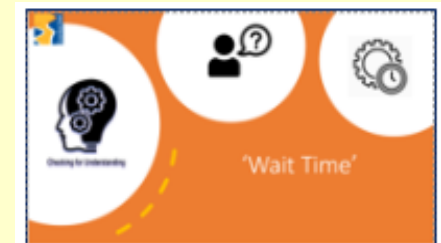
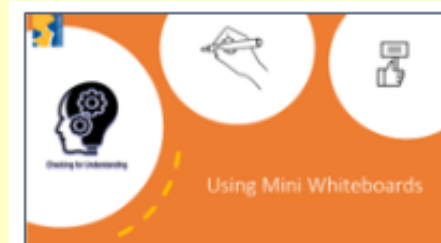
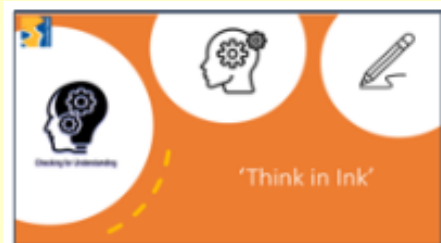
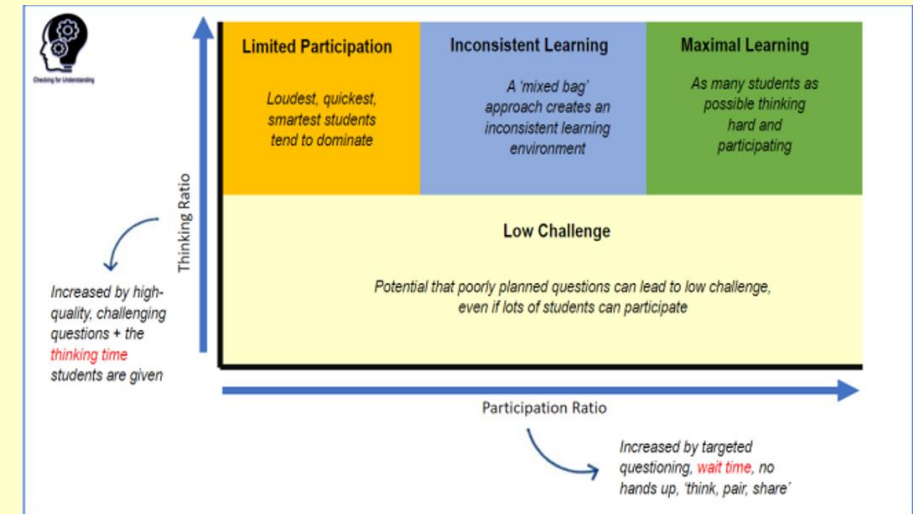
Direct Instruction
Reading
Watching
Live Modelling

Teaching, Learning and Curriculum

How do we teach and why?

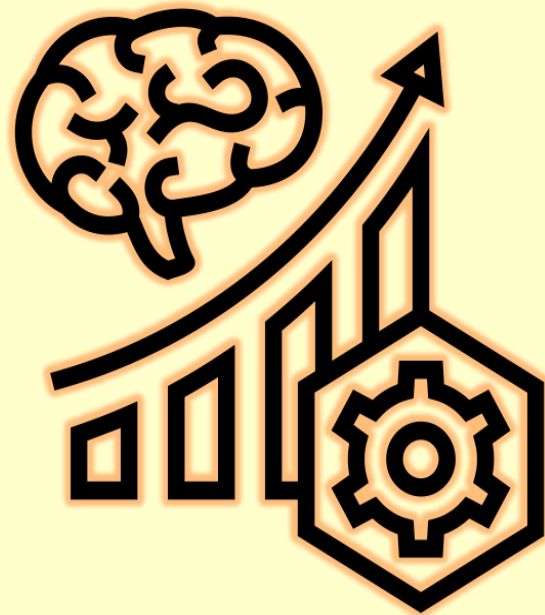


Check



Teaching, Learning and Curriculum

How do we teach and why?



Independent Practice



Teaching, Learning and Curriculum

How do we teach and why?



What does this look like?

How do we present our work at Coombe Dean School?



Title written and underlined

Blue or black ink used.

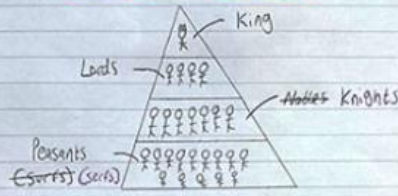
Correction made: ~~error crossed with single line.~~
(Mistakes are ok!)

Full sentences used (or questions written) so that it makes sense in the future...

Basic expectations met:
Full sentences, capital letters, full stops.
Pride in writing.

September 16th 2024

How did the Feudal system help William 1 to maintain control?



1. The king's authority came from something known as 'divine right'. *Explain meaning + how this helped maintain control...*
Divine right is the idea of god-given power. Because most people were religious at this time, they would follow the king's orders.
2. The king granted land to the lords and in return they swore an oath of loyalty to him. The lords granted some land to knights who swore loyalty to the lords and promised to provide military service. This helped the king to maintain control as he had loyal supporters and could always raise an army.

Stretch it: It was particularly important for William to introduce this system because he was a foreign invader. This meant that he needed to build a system of control using existing lords in England.

Date written and underlined

Diagrams drawn in pencil.
Annotations in pencil or pen.

Responses in *purple* to teacher comments in *pink*

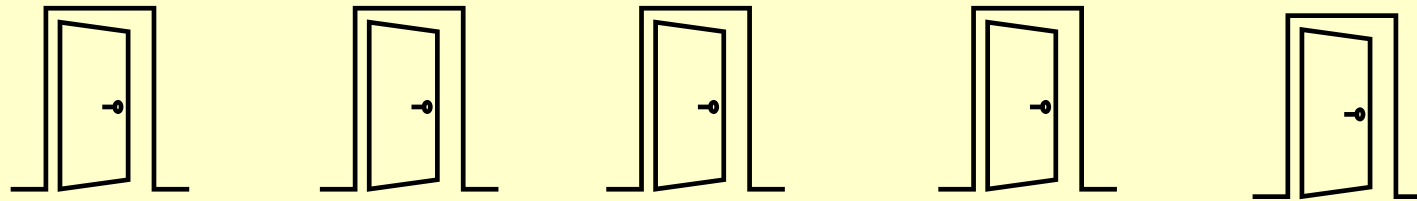


Hard work pays off...

Teaching, Learning and Curriculum

What do we teach and why?

Unlock future opportunities as adults who can understand, cooperate and shape the world.



Assessment and Reporting

How will your child be assessed?

How will you be informed of progress?



Mrs B Duffield
Deputy Headteacher

Assessment and Reporting

How will your child be assessed?

"The key features of effective learning environments are that they create student engagement and allow teachers, learners, and their peers to ensure that the learning is proceeding in the intended direction.

The only way we can do this is through assessment.
That is why assessment is, indeed, the bridge between teaching and learning."

Dylan William

Assessment and Reporting

How will your child be assessed?

- At Coombe Dean School we offer carefully constructed assessments that allow teachers to know who has learned the core knowledge and skills that we have taught within our curriculum.
- Our assessments are reverse engineered to ensure that we can identify which students have learnt our curriculum.

Assessment and Reporting

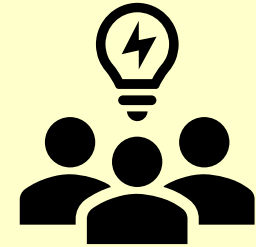
How will your child be assessed?

- Students will take standardised assessments across Years 7-9 throughout the academic year within Maths, English, Science, History, Geography and Languages.
- These will take place during term 3 (5th – 29th January) and Terms 5/6 (4th May – 11th June).

Assessment and Reporting

How will you be informed of progress?

- Are they working hard? (What, *specifically*, do they need to improve?)
- How is my child performing (*relative to other members of the group?*)?



Assessment and Reporting

Are they working hard?

You will receive 3
Learning Overviews across the
academic year.

Learning Behaviours Report –
Friday 6th November 2026

Learning Overview 1
on 26th February 2027.

Learning Overview 2
on 2nd July 2027.

Community – Integrity- Opportunity



Learning Overview
<NAME> <TG>
Spring Term 2024

Attendance

Percentage Absence

The percentage provided is the percentage of days absent up to the 15th January 2024.

NGRT

NGRT- New Group Reading Test – a standardised assessment that reliably measures reading skills against the national average.

SAS	Percentile Rank	Reading Age

Standard Age Score (SAS): The Standard Age Score is a recognised benchmark to measure against a national sample of students of the same age.

National Percentile Rank (NPR): A National Percentile Rank (NPR) of 50 is average since 50% of students obtained an SAS of 50 or below. An NPR of 5 indicates that a student's score is within the lowest 5% of the nationally representative sample and an NPR of 95 means that a student's score is within the highest 5% of the national sample.

Community – Integrity- Opportunity

Commitment to Learning Statements

In Year 7, we will only be reporting on students Commitment to Learning.

Please see the parent guide to reporting which can be found [here](#) to support the information provided in this Learning Overview. Key dates such as the next learning overview and parents' evening are also provided in this document.

Subject/Teacher	Effort	Conduct	Independent Learning	Progress
Mathematics Mrs Duffield	Outstanding	Good	Good	Expected
English Miss Snow	Good	Good	Inconsistent	Below expected

Assessment and Reporting

Commitment to Learning Statements

Subject/Teacher	Effort	Conduct	Independent Learning	Progress
Mathematics Mrs Duffield	Outstanding	Good	Good	Expected
English Miss Snow	Good	Good	Inconsistent	Below expected

Assessment and Reporting

Commitment to Learning Statements

Effort	I always produce ability. I seek feedback upon it in detail to improvement. Improvement Time. purple pen improve and completing a time.
Independent Learning	I always complete standard I can. improving my learning my work outside motivated and can feedback to improve
Conduct	I always demonstrate attitude towards respectful towards students. I follow initiative in leading how to study effectively achievements. I when things may



Cause for Concern
and do not always complete not act upon the feedback e are no or very limited purple ents in my book/folder.
is usually not completed r attempted, and I often miss o not take responsibility for my ny learning outside the
r attitude towards my learning ct often shows a lack of ls my teachers and other not follow instructions eed frequent reminders. RTL or warnings in lessons. I de in my achievements in strategies to help in class and to help me cope when things an.

Assessment and Reporting

How is my child performing?

(relative to their peers nationally)

NGRT

NGRT- New Group Reading Test – a standardised assessment that reliably measures reading skills against the national average.

SAS	Percentile Rank	Reading Age
100	50	12 y 11 m

Standard Age Score (SAS): The Standard Age Score is a recognised benchmark to measure against a national sample of students of the same age.

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Assessment and Reporting

How is my child performing?

(relative to other members of the group)

Community – Integrity- Opportunity



Summer Assessment Overview
Robert Smith
Summer Term 2024



Across Years 7-9, our students have sat assessments that are common with the other 7 WeST schools in English, Mathematics, Science, History, Geography and Modern Foreign Languages. These assessments give 'us' as a school and parents and students an indication of knowledge acquired across curriculum, helping us to identify areas of the curriculum that may need amending and giving teachers a better understanding of the content that students have been able to recall over time and thus learnt.

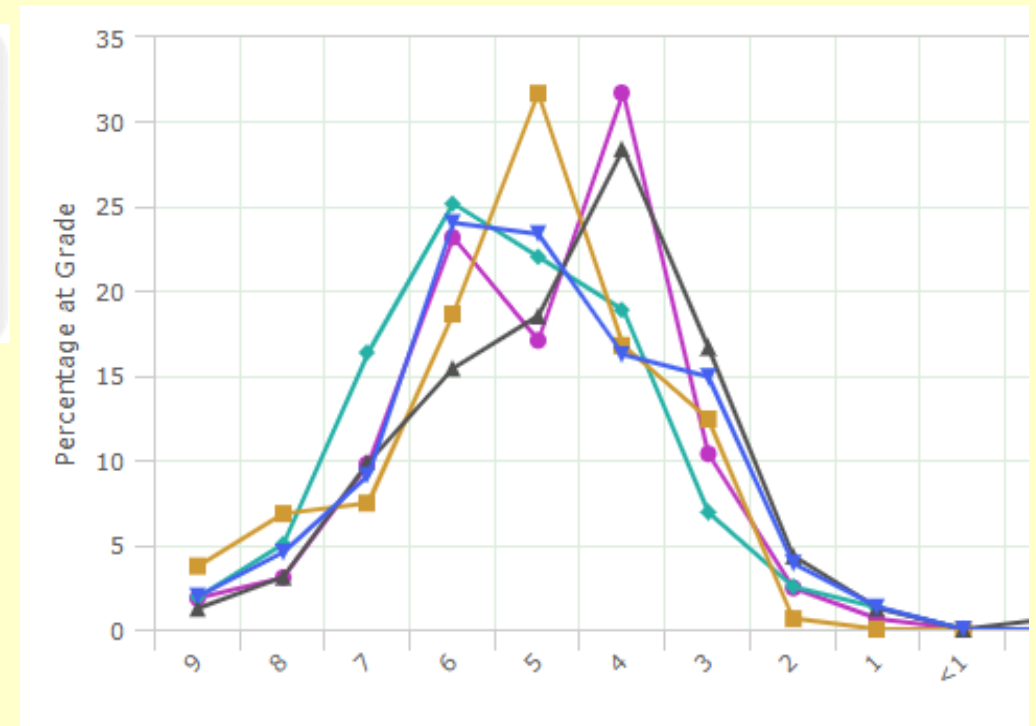
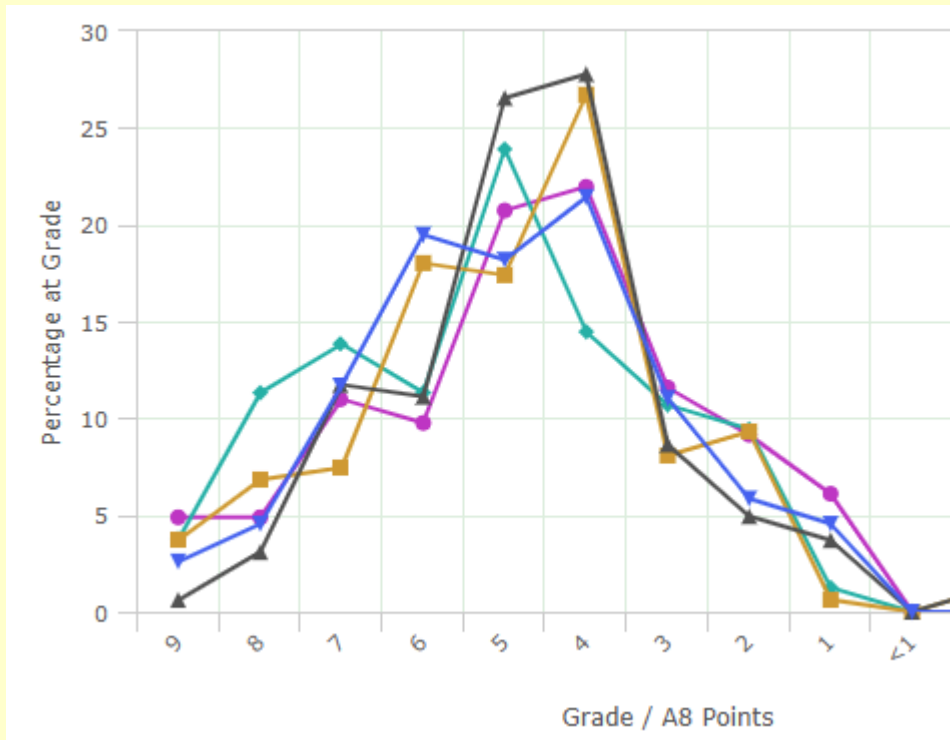
The information below summarises a students' attainment in these assessments, giving an overall picture within the context of the class that they are currently studying in and the wider year group.

Subject	Score	Percentage	Class Average	Year Group Average	Rank
English					
Mathematics					
Biology					
Chemistry					
Physics					
Geography					
History					
Spanish					
French					
German					

Assessment and Reporting

How is my child performing?

(relative to other members of the group)



Independent Learning

Independent learning is used for two main purposes:

- To pre-teach content
- To practice and embed key skills (revision)

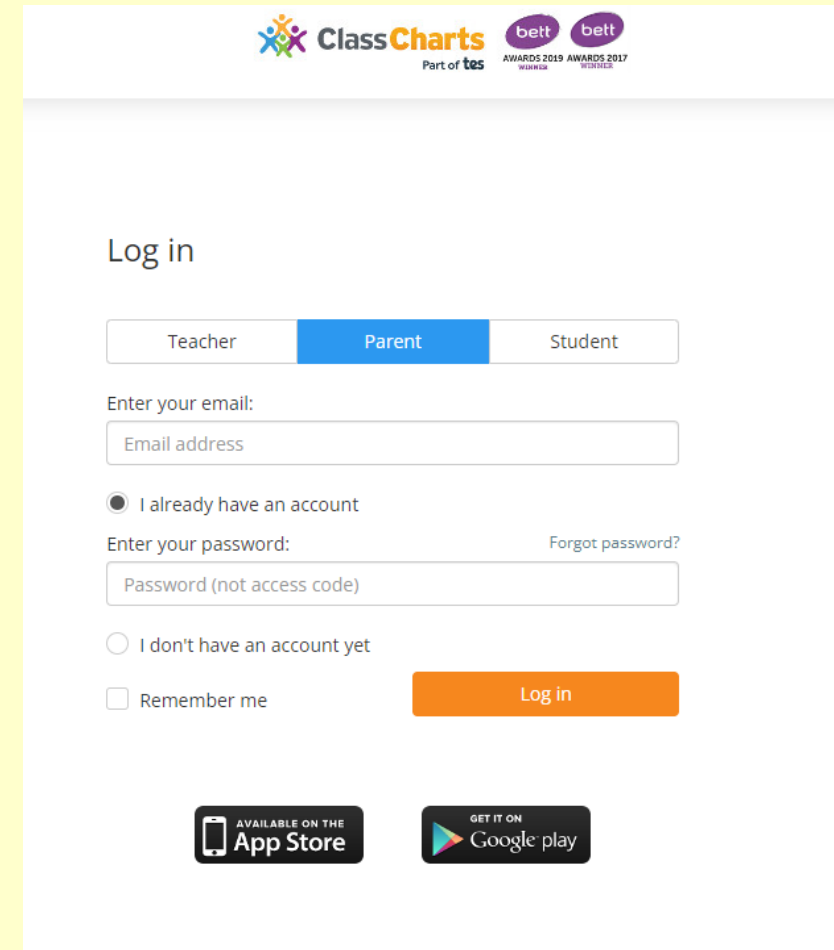
Independent Learning

We offer a homework club after school every Thursday in G5.

Year 7	Monday	Tuesday	Wednesday	Thursday	Friday
All	• Languages	• English	• Maths		
Plus					
7a1	• Science	• History	• Geography		
7a2			• Science	• History • Geography	
7a3			• Science	• History	• Geography
7b1			• Geography	• History	• Science
7b2	• History				• Science • Geography
7b3	• History	• Geography		• Science	
Technologies					
Technology (Food, DT)	Homework will be set on a weekly basis on the day of the lesson.				
Art, Drama and Music	Homework will be set on a weekly basis on the day of the lesson, this may vary dependent on Week A or Week B.				

Independent Learning

All homework is set and recorded using class charts.



The image shows the ClassCharts login interface. At the top, there is a header with the ClassCharts logo (a colorful star icon) and the text "ClassCharts Part of tes". To the right of the logo are two circular award icons labeled "bett" with "AWARDS 2019" and "AWARDS 2017" below them. The main heading "Log in" is centered. Below it are three tabs: "Teacher", "Parent" (which is highlighted in blue), and "Student". Under the "Parent" tab, there is a section "Enter your email:" followed by a text input field labeled "Email address". Below this is a radio button labeled "I already have an account". Underneath is a section "Enter your password:" followed by a text input field labeled "Password (not access code)". To the right of the password field is a link "Forgot password?". Below the password field is a radio button labeled "I don't have an account yet". At the bottom left of the login section is a checkbox labeled "Remember me". To the right of these options is an orange "Log in" button. At the very bottom of the page are two app store badges: "AVAILABLE ON THE App Store" and "GET IT ON Google play".

Independent Learning

3 tasks due this week

1 task submitted/completed

2 tasks remaining this week

^ To do 4

GERMAN - MRS V KOEHLER-LEWIS

German homework week 3

Issued: Monday 23/09/2024
Due: Friday 27/09/2024

ENGLISH - MR W LINTELL

English LOTF revision - 1

Issued: Friday 20/09/2024
Due: Friday 27/09/2024

^ Completed 2

MATHS - MISS A APLIN

Sparx Maths Homework

Issued: Tuesday 17/09/2024
Due: Tuesday 24/09/2024

SCIENCE - MRS K BYATT

Science Homework 23/09

Issued: Monday 23/09/2024
Due: Monday 30/09/2024

Independent Learning



+10

Demo Pupil (Demo Group)

Completing Homework on time awarded by Ms B Duffield.



Demo Pupil (Demo Group)

16:53

'Homework not yet submitted, extension provided' awarded by Ms B Duffield.

Demo Pupil has not yet completed their English homework this week. Please ensure that this is completed by Friday morning. You can get support with this during break 2 tomorrow.



Independent Learning - Equipment

To successfully study at home, students need to replicate a similar working environment to that provided in school.

They will require:

- Pencil Case (pen, pencil, ruler, calculator)
- Writing resources (paper etc)
- Laptop

Independent Learning - Sparx

< **Sparx Maths** 0 XP Teacher Menu

2A 2B 2C 2D 2E 2F 2G 2H 2I 2J Summary

 Calculator
not allowed

Calculate $\frac{3}{8} \times \frac{2}{5}$

Give your answer in its simplest form.

Watch video Answer

<https://maths.sparx-learning.com/student>

Independent Learning - Sparx

<

Sparx Maths

O XP Teacher

Menu

2A ✕

2B ✕

2C

2D

2E

2F

2G

2H

2I

2J

Summary

Calculator allowed

7

m²

Incorrect
Try again, Teacher!

[Move on](#)

Try again

Independent Learning

"When schools and parents work together, children do better. We know that effective partnerships between home and school are essential for children's learning and development". DfE

Communication and The Behaviour Curriculum

How can we work together to achieve success?



Mrs K McPherson
Assistant Headteacher

Community – Integrity - Opportunity



Communication

"When schools and parents work together, children do better. We know that effective partnerships between home and school are essential for children's learning and development". DfE

The transition from primary school to secondary school can be as tough on the parents as it can be for the student.

Information regarding how your young person may be feeling or presenting is invaluable.

Two-way communication is key to a happy successful young person.

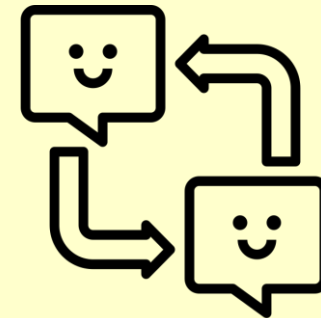
Communication -



ClassCharts

ClassCharts provides updates on your child's day in the form of:

- Praise points linked to our school values
- Attendance rewards
- Toilet visit notifications
- Praise points
- Red-cards
- Late to lesson notifications
- Lack of equipment notifications



Communication -



ClassCharts

Our main system of communication here at Coombe Dean is ClassCharts.

ClassCharts provides updates on your child's day in the form of:

- Praise points linked to our school values
- Attendance rewards
- **Toilet visit notifications**
- Red-cards
- Late to lesson notifications
- Lack of equipment notifications

Communication and The Behaviour Curriculum

Through the behaviour curriculum we aim to teach positive behaviours.

This includes time out of the lesson for toilet visits.



The goal...Disruption- Free Learning

Pastoral care at CDS

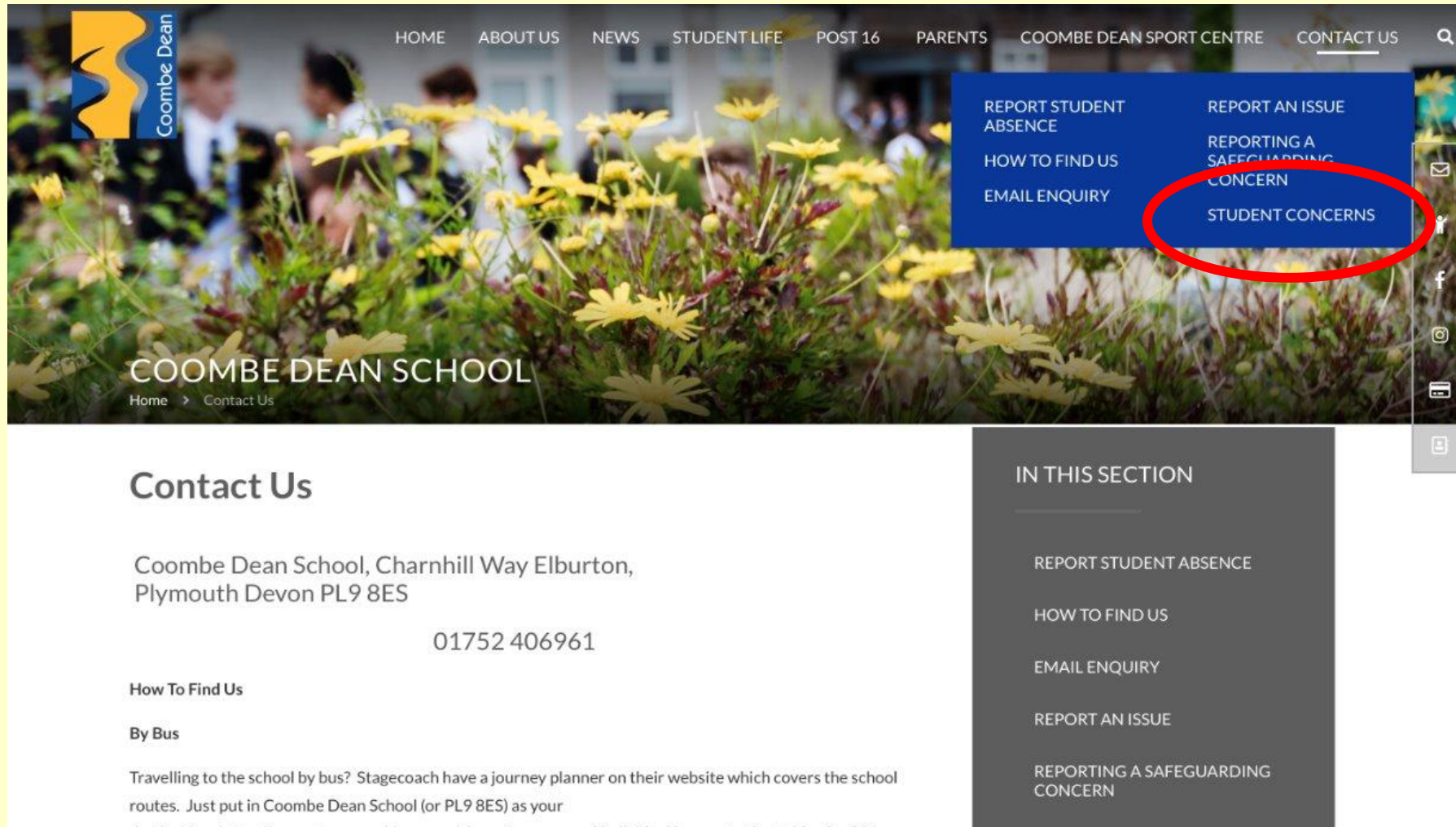
The inclusion team, along with tutors and teachers break down barriers to a child being and feeling included in the classroom.

How can my child voice a concern?

Year Team Leaders are non-teaching staff members who are available in their 'outdoor office' before school and at both breaktimes.

Our website offers a '**report a concern**' for the students to access.

Reporting a concern



The screenshot shows the Coombe Dean School website. The top navigation bar includes links for HOME, ABOUT US, NEWS, STUDENT LIFE, POST 16, PARENTS, COOMBE DEAN SPORT CENTRE, and CONTACT US. A dropdown menu is open under CONTACT US, showing options: REPORT STUDENT ABSENCE, HOW TO FIND US, EMAIL ENQUIRY, REPORT AN ISSUE, REPORTING A SAFEGUARDING CONCERN (highlighted with a red circle), and STUDENT CONCERNS. The main content area is titled 'Contact Us' and provides the school's address: Coombe Dean School, Charnhill Way Elburton, Plymouth Devon PL9 8ES, and the phone number 01752 406961. It also includes sections for 'How To Find Us' and 'By Bus'. A sidebar on the right titled 'IN THIS SECTION' lists links to various reporting and contact pages.

Contact Us

Coombe Dean School, Charnhill Way Elburton,
Plymouth Devon PL9 8ES

01752 406961

How To Find Us

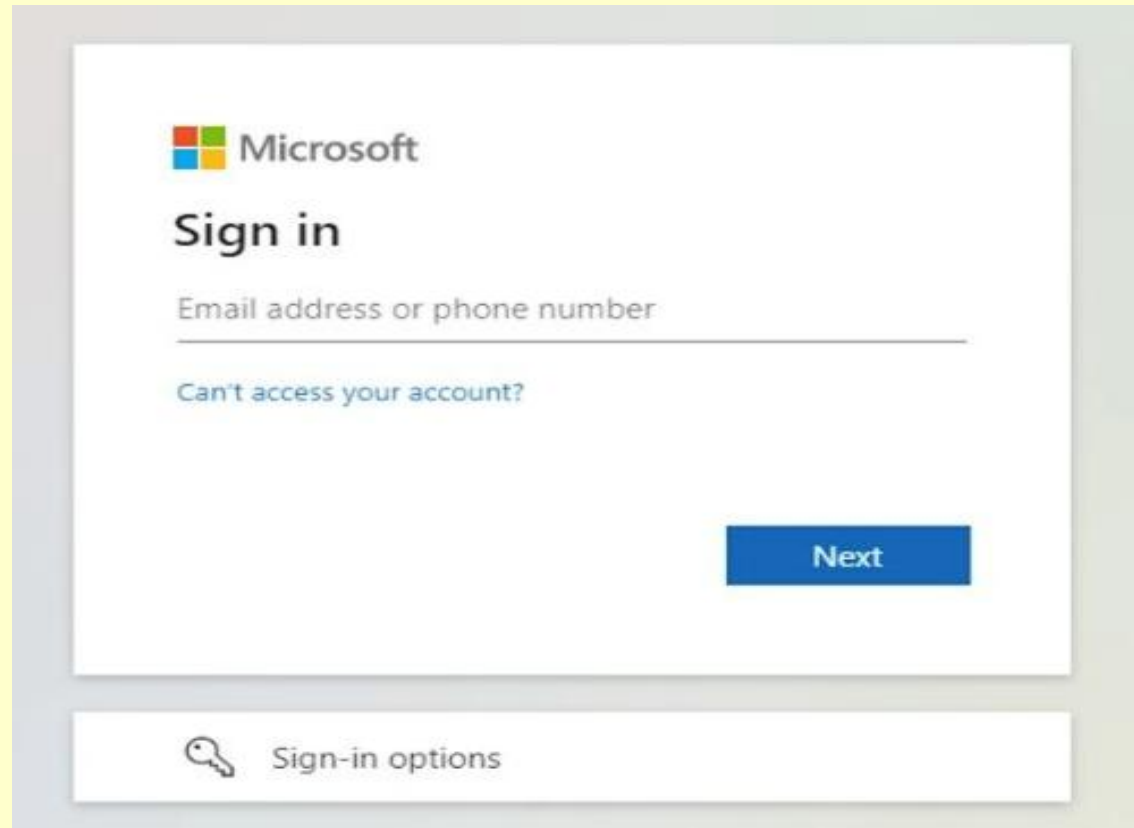
By Bus

Travelling to the school by bus? Stagecoach have a journey planner on their website which covers the school routes. Just put in Coombe Dean School (or PL9 8ES) as your

IN THIS SECTION

- REPORT STUDENT ABSENCE
- HOW TO FIND US
- EMAIL ENQUIRY
- REPORT AN ISSUE
- REPORTING A SAFEGUARDING CONCERN

Reporting a concern

A screenshot of the Microsoft sign-in interface. At the top left is the Microsoft logo. Below it, the text "Sign in" is displayed. Underneath is a text input field with the placeholder text "Email address or phone number". Below the input field is a link that says "Can't access your account?". To the right of the input field is a blue button labeled "Next". At the bottom of the sign-in area is a section with a key icon and the text "Sign-in options".

Microsoft

Sign in

Email address or phone number

[Can't access your account?](#)

Next

 Sign-in options

Reporting a concern

Student Concerns

Hi, Kate. When you submit this form, the owner will see your name and email address.

1. What year group are you in? 

☐ Year 7

☐ Year 8

☐ Year 9

☐ Year 10

☐ Year 11

☐ 6th Form

2. What is your name? You do not have to answer this if you do not want to. 

Enter your answer

3. What is your concern? 

Enter your answer

Personal Development

Personal Development at Coombe Dean is about helping students **live** our values, stay **safe** and healthy, **respect** others, and be **ready** for life beyond school.

Personal Development

Through the Personal development curriculum, we seek to:

- promote a deeper understanding of how individuals fit into and contribute to their community and know how to keep themselves and others safe.
- refine and develop students' moral compass through building their understanding of the world and themselves.
- challenge student's opinions and beliefs at times, as well as provide the encouragement, skills and insights to set and achieve their own personal goals.

Personal Development

The Personal Development curriculum is delivered in a dedicated one-hour lesson per fortnight in KS3, also through the tutor time and assembly program.

Students study a curriculum that covers all statutory and recommended PSHE content through a spiral curriculum.

	Mon	Tues	Wed	Thurs	Fri
YR7	Assembly	Guided Reading	Guided Reading	Guided Reading	Celebration/ quiz

The Role of Parents

How can all parents support secondary school learners?



Mr C Jacks
Deputy Headteacher

The Role of Parents

How can all parents support secondary school learners?



23%

The Role of Parents

How can all parents support secondary school learners?



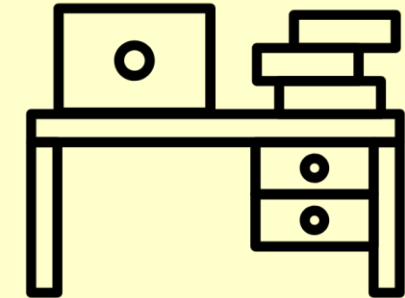
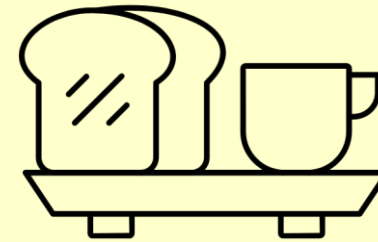
The Role of Parents

How can all parents support secondary school learners?



The Role of Parents

How can all parents support secondary school learners?



The Role of Parents

How can all parents support secondary school learners?



<u>Essential</u>	<u>Desirable</u>
• A school backpack containing your pencil case • 2+ black/blue writing pens • 2+ purple pens • 2+ pencils • A ruler • A Casio scientific calculator	• Highlighters of varied colour • A sharpener • A rubber • A protractor • A compass + multiple replacement items of all essential items.
 School backpack designed to be worn over the shoulders.  Pencil case suitable to contain all the essential equipment for learning.  Essential learning equipment for all students. Below is a link to the specific Casio scientific calculator, required here at Coombe Dean. Our Maths department plan their curriculum around usage of this calculator from Year 7 onwards.	    

The Role of Parents

How can all parents support secondary school learners?

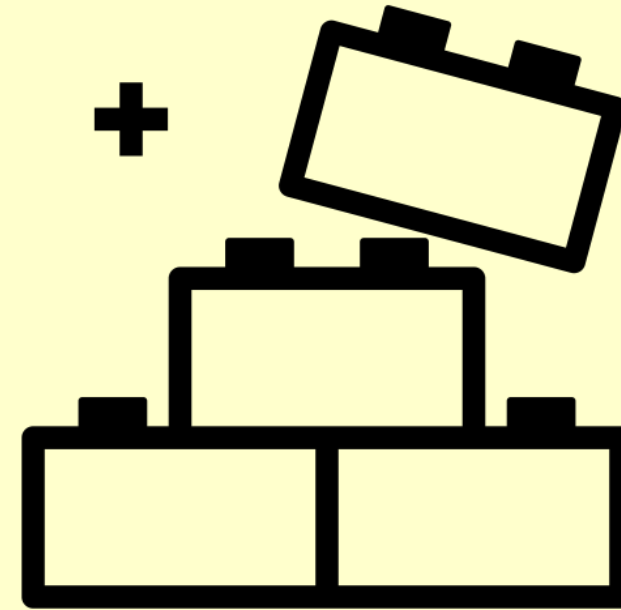
WE NEED
YOU



MOMENTS
MATTER,
ATTENDANCE
COUNTS.

The Role of Parents

How can all parents support secondary school learners?



The Role of Parents

How can all parents support secondary school learners?



Attendance	Progress	Basics 5+
95% +	0.46	71.3%
90.0 – 94.9%	0.27	52.6%
Less than 90%	-0.79	10.8%

The Role of Parents

How can all parents support secondary school learners?



The Role of Parents

How can all parents support secondary school learners?



The Role of Parents

How can all parents support secondary school learners?



1. Summarisation and Dual Coding

2. Flashcards and The Leitner Method

3. Effective Mindmapping

4. Cornell Notes

5. 'Practice, Practice Practice'

Revision @
Coombe
Dean School

Hard work pays off...



The Role of Parents

How can all parents support secondary school learners?



Completing Extension Homework/Stretch work awarded in 10E/EnT by Mrs S Wenmoth in Room B6.

Homework not yet completed . Extension given until Wednesday 25th if not handed in will stay in for break 1 and complete it.

+1



Commitment and focus during lesson awarded in 10A/Hi1 by Mr C Jacks in Room A2 (Mr C Jacks).

Sharpest starter today and two model answers read out to the class. Quality work

-1



RTL3 Follow adult instructions awarded in 9S/Sc3a by Mrs K Byatt in Room C5.

The Role of Parents

How can all parents support secondary school learners?



The Role of Parents

How can all parents support secondary school learners?



Thank you



Thank you for attending the Year 7 Parents/Carers' Academic Information Evening

Community – Integrity - Opportunity

